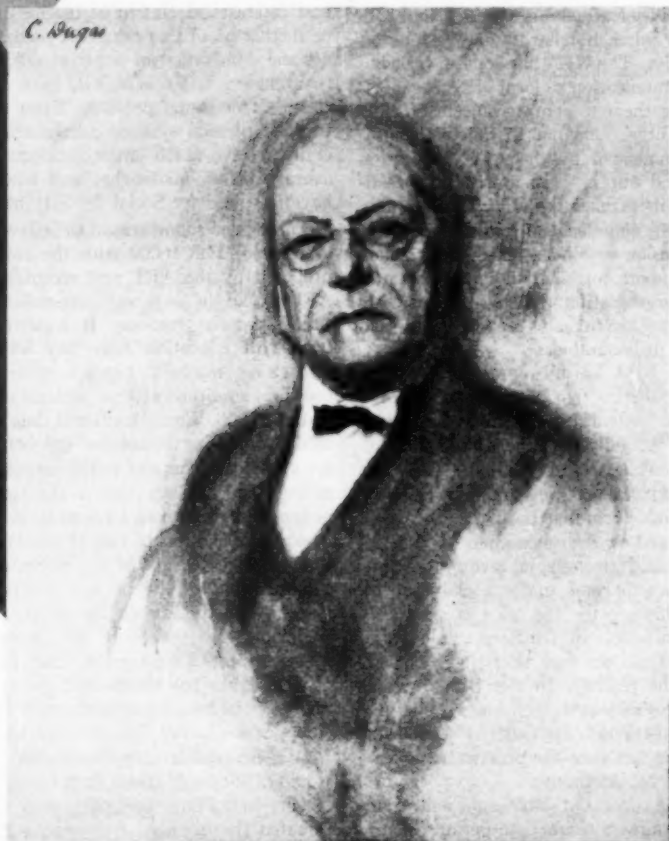


# *The American Teacher*

*SAMUEL GOMPERS  
Hundredth Anniversary  
See Article by Selig Perlman,  
Labor Historian, on page 8*

*C. Dugan*



APRIL, 1950

*Sam Gompers*

## Secretary-Treasurer's Page

### Let Teachers Decide Whether They Want Social Security

(This message was sent as a telegram to William Green, AFL President, on March 13.)

**M**ISS SELMA BORCHARDT and other members of the AFT Executive Council have requested that I bring to your attention the fact that the NEA is not only opposing extension of the Social Security to teachers by a two-thirds vote as provided in H.R. 6000, but is also using this bill as the basis for a bitter attack on the AFT and particularly on Selma Borchardt, our Washington representative. The NEA has gone so far as to send a communication to local NEA organizations urging them to contact officers of AFT locals and urge them not to follow the program recommended by the AFT convention and followed out in Miss Borchardt's testimony. In this manner the NEA is attempting to destroy the confidence of locals in the AFT, cause dissension within its ranks, and weaken its labor support. Such action on the part of a non-union organization we believe to be highly unprofessional, extremely reprehensible, and thoroughly dishonorable.

... The NEA has misrepresented facts in stating in bulletins that the AFT is the only educational organization which supported H.R. 6000. Actually the American Council on Education, which represents more than one thousand educational institutions, teachers' organizations (including both the NEA and the AFT), and other groups interested in education, testified strongly in favor of permitting teachers to come under Social Security by a two-thirds vote. The NEA is vigorously opposing inclusion of teachers under Social Security despite the fact that the great majority of the teachers in the United States have grossly inadequate pension systems and thousands of teachers are under systems which provide even less than the present inadequate Social Security benefits.

The NEA does not have sufficient confidence in classroom teachers to permit them to decide even by a two-thirds vote whether or not they desire to request their school boards to place them under Social Security in addition to their present inadequate pension sys-

tems. The NEA takes the position that classroom teachers should be prohibited by federal law from making this decision for themselves. The AFT takes the position that classroom teachers possess sufficient intelligence that they should have the right to make this decision for themselves provided there are absolute safeguards to prevent any school board from placing them under Social Security without a request from the teachers by a two-thirds vote. . . . We feel that it is a reflection on the intelligence of classroom teachers to infer that teachers would vote by a two-thirds majority for something which they do not want or for something which is contrary to their professional welfare.

This attack by the NEA in opposition to the best interests of classroom teachers seems to be further proof that the NEA program is under the domination of superintendents rather than classroom teachers, who have the greatest need for sound pensions. Even under the weakest pension systems administrators generally receive much larger pensions than the average classroom teacher and consequently have less need for Social Security benefits.

There is no sound reason to believe that enactment of H.R. 6000 with the amendments proposed by the AFT and acceptable to the AFL would in any way jeopardize existing sound pension systems. If legislatures and boards of education have any intention of weakening teachers' pension systems, they could do so either with or without enactment of H.R. 6000. We are confident that organized labor would give unqualified support to teachers and other groups of public employees, just as they have always done in the past, if any action were attempted by boards of education or state legislatures to reduce pension benefits because of extension of Social Security. The establishment of the present Social Security system, largely through the efforts of organized labor, has tended to *strengthen* pension systems rather than weaken them. Today organized labor has established the pattern of giving Social Security in addition to other pension systems rather than supplanting them.

It seems especially deplorable that the NEA would deliberately create such hysteria among teachers regarding one part of a bill as to threaten the passage of the entire bill which would do so much to provide for the welfare of millions of children now in the schools and their parents. . . .

IRVIN R. KUENZLI

# The American Teacher

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## April, 1950

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APRIL, 1950

## AFT Leaders Attend Aviation Education Conference

Several AFT leaders attended the annual conference on aviation education, held in Atlantic City, N.J., February 22-24. The conference, which was sponsored by the Civil Aeronautics Administration of the U.S. Department of Commerce in cooperation with the Committee on Aviation Education of the Superintendents Department of the NEA, consisted of four sections, representing government, education, labor, and industry. AFT Secretary-Treasurer Irvin Kuenzli served as chairman of the labor section and was elected a member of a steering committee of six persons to develop plans for establishing a national council to study the social, economic, and educational impact of air travel on our modern society.

Among the AFT leaders who attended the conference were the following: Elizabeth Irwin, Organizer, New York Teachers Guild, Local 2; Earl McGinnis, Local 762, Wilmington, Delaware; Edward M. J. Melucci, Pawtucket, AFT Vice-President; Margaret Root, Philadelphia, President of the Pennsylvania State Federation of Teachers.

Among those who attended the sessions and addressed the delegates briefly were the following: Dr. H. B. Bruner, Superintendent of Schools in Minneapolis (chairman); John L. Bracken, President of the Superintendents Department, NEA; Thomas W. S. Davis, Assistant Secretary of Commerce; General Robert A. Ginsburgh, U. S. Air Force; Andrew Holt, NEA President; Emory S. Land, President of the Air Transport Association; T. B. Lyons, President, Pittsburgh Institute of Aeronautics; Earl J. McGrath, U.S. Commissioner of Education; Dewitt C. Ramsey, President, Aircraft Industries Association; D. W. Rentzel, Administrator, Civil Aeronautics Administration.

Matthew Woll, Chairman of the AFL Committee on Education, was scheduled to address the conference, but was unable to attend.

The new organization to be set up by the steering committee will be known as the NCAE—the National Conference on Aviation Education. The Council will consist of representatives of government, education, labor, and industry, as well as of other organizations interested in aviation and air age education.

## President's Page

### Presenting Labor's Viewpoint In the Classroom

**T**EACHERS as a group are still riding on the coattails of the organized labor movement of the country and are giving very little return to labor in the way of understanding and support.

#### Anti-Labor Bias in the Classroom

During a recent strike in one of the large Midwestern cities, an entire junior high school was given as an assignment by the principal of the school the following topic: "How the Action of the ——— Union Has Hurt My Life." The appalling thing was that not one cry was raised in protest by the teachers of the 900 students in this school. Although the principal was viciously anti-labor, the assignment was taken in stride by lethargic teachers, as well as by the students. This incident occurred in a school attended largely by the children of labor; and yet not one parent was known to protest this prejudiced assignment. Such indifference is deadly, for it indicates that parents have learned to expect their children to come from our schools condemning labor for all labor-management difficulties and constructing their interpretation from a biased press used in "current events."

Attitudes are built in the classrooms day after day. The rights and privileges of the employer, of big business, of the NAM, are rarely challenged; the right of labor to organize for collective action is constantly attacked. Through industrial movies, field trips, and special projects, the romance of corporate expansion is played up; but the need for a rising standard of living for workers is played down. Small wonder we are turning out blind followers of big business and "haters" of labor.

The only encouraging trend, I am proud to say, comes from the teacher members of the American Federation of Labor, who have learned from their brothers in the labor movement the philosophy of labor.

#### Dearth of Suitable Material for School Use

Another obstacle to unprejudiced teaching concerning labor's rights and problems is the shortage of materials adapted to the needs of children

at different age levels. Pick up a social science textbook from a junior or senior high school and turn to the section on the American Federation of Labor, for instance—rarely more than half a page! Then turn to the story of U.S. Steel or of the Union Pacific Railroad—pages and pages. Attitudes are built in strange and subtle ways, and one of the first things we must do in the schools is to provide textbooks which give proper treatment and emphasis to the rise of American labor.

At no level is there any material designed for the planned presentation of data on working conditions, wage standards, grievances, or protective legislation for workers. Although the Smith-Hughes and other acts provide for training in vocational skills, no comparable provision is made for enabling students to understand their relation to the great labor movement.

A Labor Extension Service at the federal level would help; but coordinated with the federal program must come from state Departments of Labor a flood of information prepared for assimilation by the vocational and the academic schools.

#### Lack of Reciprocity between Labor and Education Organizations

In the educational field, the non-union associations on local, state, and national levels (the "company unions," to which both administrators and teachers belong) consistently fail to support measures that are of interest to labor; yet it is primarily labor's children who attend the public schools. Labor, on the other hand, has never turned down petitions for help in the improvement of teachers' working conditions and salaries. To a large mass of the teachers this support from labor is a constant source of strength—for which they make little return.

The aloof attitude of many teachers toward labor is fostered by the efforts of the "company unions" to convince teachers that it is unprofessional to belong to unions.

To complete the picture, in too many of our teacher training institutions teachers are warned not to affiliate with organized labor. In at least three instances college placement agencies have blacklisted teachers who professed interest in teachers' unions and the labor movement.

\* \* \*

There is, however, one bright spot on the horizon—that is, the AFT, a responsible, growing, articulate part of the labor movement. We pro-

pose to see that somewhere in our American life the constructive and powerful functioning of

organized labor is fairly and adequately presented.

JOHN M. EKLUND

## The 1950 AFT Workshop— The Samuel Gompers Centennial Workshop

The 1950 AFT Workshop at the University of Wisconsin School for Workers will tackle the job of restating the philosophy of the American labor movement developed under Samuel Gompers. The workshop will be directed by Professor Selig Perlman, internationally recognized authority on labor history and problems.

By VIDKUNN ULRIKSSON

Assistant Director, University of Wisconsin School for Workers

**T**HIS YEAR, the American labor movement celebrates the most important anniversary in its history, the centennial of the birth of Samuel Gompers, "architect of the American labor movement," as Professor Selig Perlman has called him. Much space has been given this event in newspapers, magazines, periodicals, and labor papers, devoted mostly, however, to biographical sketches of the great labor leader.

For the past several years, the AFT Workshop has concerned itself with the role of the whole labor movement in the American community and in the world. In a series of annual seminars under the guidance of Professor Perlman, author of *The Theory of the Labor Movement, A History of Trade Unionism in the United States*, and other books, and co-author with John R. Commons and Associates of the four-volume *History of Labor in the United States*, the whole development of the American labor movement was studied not only in relation to the American scene but to the world scene. Students in these seminars gradually developed the idea that teachers affiliated with the American Federation of Labor through the AFT should have a special interest in studying the philosophy of the American labor movement as it developed under Samuel Gompers, and relating it to events that have occurred since his time. Out of this idea came the decision to dedicate the 1950 AFT Workshop at the University of Wisconsin School for Workers to this task and to name it "The Samuel Gompers Centennial Workshop."

When Professor Perlman was approached with the idea, he was delighted to have the opportunity to cooperate and agreed to furnish the direction for the research necessary to make it a success.

The School for Workers will provide him with a full-time research assistant during the summer session, who will devote his time to assembling materials and developing a bibliography for those who expect to attend the Workshop. This material will be placed at the disposal of the participants for study, selection, and synthesis under the guidance of Professor Perlman. It is hoped that out of this project will come material which will point up and re-state the philosophy of the American labor movement under Gompers and will be suitable for use in schools by teachers and students. The material could explain the functions of unions and emphasize the services which the AFL has rendered to the community and to the nation as a whole.

\* \* \*

Union teachers should be particularly well qualified for participation in such a program, since they not only have a knowledge of the labor movement but have the background and training necessary for the intensive research and analysis necessary within a limited period of time. The University of Wisconsin is also an ideal spot for such a project because of the complete library facilities in the field of labor. Built up over a period of half a century, beginning with the work of Richard T. Ely, and continuing with Professors Commons, Andrews, Perlman, and others, the University of Wisconsin Library and the library of the Wisconsin Historical Society constitute one of the richest labor research resources in the country. In addition to these collections, there is also the John R. Commons collection. This was assembled for the most part by the American Bureau of Industrial Research, organized at the University of Wisconsin in 1904 by the



prominent economist, John R. Commons, assisted by John B. Andrews and Helen Sumner. The collection covers the period from 1830 to 1937 and was used by Commons and his associates in the preparation of the ten-volume *Documentary History of Labor in the United States*.

The collection includes a great quantity of organization records, personal papers, and transcripts of newspaper articles dealing with labor, socialism, and allied subjects. Among them are materials of the International Workingmen's Association, the International Labor Union, Sovereigns of Industry, the Knights of Labor, and the Union Cooperative Association.

Included also are small collections of the party records of the Independent Greenback Party of North America, the Social Democratic Party of North America, the Socialist Party, and the People's Party. Also included are records of the Citizen's Suffrage Association, the Illinois State Workingmen's Convention, the Anti-Tenement League, as well as a number of pieces from a variety of labor leaders.

Chief among personal papers are those of Daniel De Leon, a noted Socialist leader of the late nineteenth century; Joseph P. McDonald, an Irish immigrant who was for years a leader of the labor movement in New Jersey; Edward H. Rogers, Massachusetts proponent of the eight-hour day; John Samuel, promoter of the cooperation theory; and Stephen P. Andrews, founder of a system called "universology."

In addition to the materials available to students of labor history in the Society's manuscript division, a very good collection of trade union journals and labor papers for the early period up to 1930, and an excellent and highly significant group of journals since that time are in the newspaper division. These comprise the largest collec-

● PROFESSOR  
SELIG PERLMAN



Professor Perlman will direct the research project at the AFT Summer Workshop.

tion in the country outside of the Department of Labor in Washington, and its trade union proceedings collection is one of the best of its kind in the country.

\* \* \*

All in all, the 1950 AFT Samuel Gompers Centennial Workshop will provide an unusual opportunity for members of the AFT to participate in and have their names identified with a significant and interesting research project that may well be accorded a place among the most important publications on the Samuel Gompers Centennial.

The Workshop will be held on the campus of the University of Wisconsin from August 6 to 12, 1950, the two-week period just preceding the AFT convention in Detroit. Details as to registration, costs, description of housing and other facilities available to members of the Workshop will be outlined in the May issue of the *AMERICAN TEACHER*.

\* \* \*

If you think you will attend the Workshop next summer, fill in the Application blank below as early as possible and send it to the AFT Research Director, Florence R. Greve, at the office of the American Federation of Teachers, 28 E. Jackson Blvd., Chicago 4, Ill.

I plan to attend the AFT Vacation Workshop to be held at the University of Wisconsin School for Workers, Madison, Wisconsin, August 6 to 19, 1950.

NAME.....

ADDRESS.....

NAME OF A.F.T. LOCAL.....



#### HEADQUARTERS OF THE 1950 AFT WORKSHOP

Those who attend the AFT Workshop at the University of Wisconsin School for Workers this summer will live in this beautiful building, at 16 Langdon Street. The building is larger and better equipped than those used in past years. This view shows the front of the building. At the back a stairway leads to a pier on Lake Mendota.



#### RECREATION ROOM AND LOUNGE IN THE WORKSHOP HEADQUARTERS

In this spacious, attractive, and comfortable hall, groups will meet for conferences, social gatherings, and special programs.

# What Gompers Bequeathed

By SELIG PERLMAN

This article by Selig Perlman, outstanding labor economist and member of the AFT local at the University of Wisconsin, is reprinted from "The Reporter," a new fortnightly publication which provides background information for interpreting the news.

**W**HEN the immigrant Samuel Gompers appeared on the American labor scene, the native union movement, almost fifty years old, had been periodically yielding to "urges" that were most creditable to its idealism, but disruptive of its organizational stability. Although in his youth Gompers took part in these searches for panaceas, he was capable, under instruction, of discovering underlying realities, and he finally distilled, from his own and others' experience, some historic rules of conduct for American labor:

First, labor must organize *separately* from the other "producing classes."

Second, the capitalist system had come to stay, and there was no desirable escape from it, by way of either producers' co-operatives or state socialism.

Third, labor parties merely expose labor's weakness as a vote-getter and cause internal dissension. It is, however, important for labor to have a "collective bargaining arrangement" with one of the existing parties during any particular election.

Fourth, it is safest to build unions around the job-interest common to all wage earners, whatever their politics, religion, or ethnic origin, since the American working class is notably divided into such vertical groups.

Fifth, the strongest unity comes when those whose jobs come out of the same "job reservoir," due to a common trade skill, are joined in one organization.

Finally, labor must strive, by all means of economic coercion or persuasion, to bring employers around to recognizing unions as co-administrators with themselves of the available jobs. But Gompers insisted that labor should never run the risk of being called subversive by advocating any sort of "workers' control," socialism, or nationalization of industry.

Gompers had no millennium to offer—only a "process" and a "structure" that were termed,

although not by Gompers himself, "industrial government." It was an inter-group government by the employer and the recognized "legitimate" union (not a company union). The employer was guaranteed uninterrupted production; the employee a safeguarded wage and freedom from abuses of power by the foreman or shop boss; and the union was given security through the closed shop or union shop. It was recognized that, for the system to function effectively, management must go on receiving its mandates from ownership, individual or corporate, and not from either government or labor.

Management's profit-spurred drive for changes in technology and wage remuneration had, Gompers maintained, to be watched with a sentinel's alertness. This meant that the union had to exact guarantees for consenting to such changes. Finally, Gompers believed that, with the necessary safeguards studding this "government of the job," the fears voiced by the socialists that capitalism was, by its very nature, identical with labor exploitation, and a menace to democracy and peace, were the fears of immature minds.

**G**ompers's dicta prevailed during his thirty-seven years as President of the American Federation of Labor, and beyond. Only in 1931 did the AFL convention reverse the master's stand against compulsory unemployment insurance. "Voluntarism" seemed to have lost its appeal in the depressed economic state of the country.

The New Deal supplied the federation with the much-needed external impulses, and thus opened the doors to the heretofore-inaccessible mass production industries. Unfortunately the leaders of the AFL managed to offset these blessings with the curse of a labor civil war on the issue of industrial versus craft unionism. Gompers, who had stretched his principle of non-partisan political action by getting his executive council to endorse LaFollette for President in 1924, would surely have found a way to bring



together craft unionists and "progressives" in a joint expansion campaign. For Gompers, who had supported the organizing campaigns in meat packing and steel in the war period (William Z. Foster was his appointee as manager of this drive), was never a dogmatic craft unionist if he knew that he was not endangering the stability of the federation.

In 1934-1935, the "progressives" who later led the CIO might easily have been satisfied within the framework of the AFL, even though Gompers had passionately denounced their predecessors, the socialist "industrialists," as "people of the radical blueprint."

**T**he New Deal also effected a revolution in American government which had an enormous bearing on labor's strategy. Roosevelt's attack on the United States Supreme Court, followed as it was by the court's "counter-reformation," changed the government into a much more integrated law-making instrument. For the first time the low wage standards in the South could be effectively changed by Congressional action. Gompers's "pure and simple" unionism now truly looked like a museum piece in the face of the many pro-labor laws that the court validated. Gompers's objectives were now being pursued with the aid of a legislative instrument which had suddenly acquired a cutting edge. Nor was this such a startling innovation for American labor. The railway unions, of which Gompers highly approved (the strongest ones, the Brotherhoods, were outside the federation, but the "shop crafts" were in it), and whose industry, being in interstate commerce, was, on most issues, subject to one government instead of forty-nine, had already built up one of the most effective lobbies, and had also shown their political awareness as LaFollette's warmest supporters for President.

**G**ompers preferred economic action not because he had swallowed Herbert Spencer's anti-state philosophy whole, but because of his experience with hostile government, and because he feared that employers would use protective labor laws as grounds for denying union demands. ("The minimum will become the maximum.")

In the present campaign for pensions, even those union leaders brought up in the anti-Gompers wing of the labor movement are unexpectedly finding themselves traveling his road. How, then, does Gompers-ism as a whole look

twenty-five years after its founder's death? The behavior of the CIO, born out of a struggle against those who officially wore Gompers's robes, should offer decisive evidence. Had the CIO emblazoned socialism on its standard, and had it sponsored an independent labor or farm-labor party, it would have spelled out its belief in the out-of-dateness of Gompers-ism. Instead, it treats the free-enterprise system as one that is not to be questioned, and is now summarily expelling Red-tinged unions.

In politics the CIO is making bargains with the Truman Democrats, and showed its complete confidence in professional "old party" politicians by mobilizing its own Political Action Committee in the service of this partnership. The stock argument of the old left-wingers that labor could only trust its own party, and never any *old* party, carries little weight when the latter must depend on labor for its election finances and for ringing doorbells in a campaign.

In no other respect is Gompers more entitled to contemporary recognition than in the field of international relations. Gompers, the immigrant from London, considered himself a living link with European labor, and he showed equal concern for workers in Latin America. He deplored European labor's devotion to socialism, without realizing that in a caste society such a challenge to capitalism was labor's most telling way of convincing itself and the ruling class that the days of the workingman's social inferiority were over. For this reason, Gompers's contacts with Europe's labor leaders were not always happy ones. In their eyes, he was an anachronism; in his, they were utopians. Nevertheless, Gompers's educational work within the federation has kept the native-born elements in it from forming an isolationist wing. Even Gompers's detractors will not dispute his role at Versailles, where President Wilson's high regard for him was instrumental in the creation of the International Labor Office. The spirit of internationalism that he implanted in the federation continues after his death.

That no voices of hate have ever been heard in American labor circles is doubtless Gompers's most valuable legacy. The highly constructive role recently played by the American labor leadership in strengthening the spirit of the unionists in western Europe, in their struggle to avoid being reduced to mere Soviet tools, would also have been impossible without the Gompers tradition.

**T**he recent success of the AFL and CIO in shaping the outlook of the International Confederation of Free Trade Unions has been interpreted by some Europeans as dictation by rich America to impoverished Britain. Yet who can

be certain that after another quarter of a century this American "dictation" will not be seen as the beginning of the recognition of Gompers as the leading intellectual not only of American labor but of free labor throughout the world?

## **Discarded Books Wanted by Philippine School**

The principal of a school in the Philippines has appealed to AFT members for gifts of books or teaching materials. His letter follows.

Department of Education  
Bureau of Public Schools  
Division of Capiz  
**MAMBUSAO HIGH SCHOOL**  
Mambusao, Capiz, Philippines  
February 21, 1950

Dear Mr. Kuenzli:

Conscious of the bigness of the American hearts to share their abundance with the unfortunate peoples of the world especially those who suffered from the last global conflict, as well as fully aware that great nation is exerting itself to extend and propagate the democratic ways of life, I gather courage to write you this letter.

The Philippines is a democracy, thanks to the motherly guidance of your nation during the pre-war years. Unfortunately, these laudable beginnings in our democratic growth suffered serious setbacks because of the post-war problems which were the direct results of the enemy occupation. Economic dislocation and insufficiency of correct information tend to rear in this land an aggressive citizenry drunk with communistic teachings. While their number is an insignificant minority, their growth and aggressiveness need both watching and checking. The communist victory in China greatly muddled our situation.

As one reared and educated under the American system of education, and now as

an educator, I sincerely believe that to live the democratic way, the Filipinos must be brought to the classrooms. They must be attracted to seek knowledge in the schools rather than from the self-seeking agents and propagandists of Russia. Correct information and sound education are the best and surest ways of pushing the democratic horizon. Conscious adherence to the democratic ways is the most effective and lasting antidote against communism.

I look upon you as a typical American who has the welfare of this country at heart. In that belief, I am appealing to you, and through you to your association and fellow members to help make our school attractive and our teaching effective. Discarded books which you and your society find no more use will be of great help to us. Complimentary copies of your association publication will be most welcome to reinforce our teaching.

The students and teachers of this school will certainly feel grateful for your charity and patronage should you favor us with your help. Since this town is far from ports may I suggest that your gifts be wrapped in convenient packages and mailed via parcel post.

Yours for a more democratic Philippines,  
(Signed) PATROCINIO DEL ROSARIO,

*Principal*



# AN EYE TO THE FUTURE

## University of Wisconsin Reports on Trends in Placement of Newly Trained Teachers.

The University of Wisconsin reports that eighty-five percent of the 1949 crop of teachers trained by that institution have been placed and that many of the remaining fifteen percent did not seek employment because of continued study, marriage, and other reasons. Oversupply appeared in history and social science, but there is a continued shortage in the fields of home economics and physical education for women. There is also a trend toward more master's and doctor's degrees for beginning teachers.

The placement office calls attention to the fact that as the field grows more competitive, grades are important in finding a teaching job, the upper third of the class having little trouble in getting positions at any time.

The following list, though incomplete, reveals that the gap between supply and demand, though still large, is being narrowed.

| Year | Supply | Demand |
|------|--------|--------|
| 1941 | 1,583  | 1,446  |
| 1942 | 1,529  | 2,183  |
| 1943 | 1,069  | 2,684  |
| 1945 | 1,841  | 3,361  |
| 1947 | 1,096  | 5,002  |
| 1949 | 1,514  | 3,834  |

\* \* \*

## Plan Third Session of Mount Holyoke Institute on the United Nations.

"Towards a World Community" is the theme of the third session of the Mount Holyoke Institute on the United Nations, to be held from June 25 to July 22 at South Hadley, Massachusetts. Consultants from fifteen New England colleges and four foundations have selected the following weekly program topics: "Building the Foundations: Technical Assistance and Point Four"; "Extending the Community of Nations: Germany and Japan"; "Developing Regional Groupings: Intermediate or Final Step"; "Prospects for a World Community: A Five Year Appraisal of the United Nations."

The Institute will again provide men and women concerned with world affairs an opportunity for study and discussion with officials of

the United Nations, the United States, and foreign governments, and with specialists in international affairs. Each week emphasis is placed on America's role in the United Nations, the opinions of other peoples, and the possibilities of activities at the local community level. Weekly trips to Lake Success are a special feature of the Institute.

Fees for the four-week session are \$230, which include \$90 for tuition and \$140 for board and room. For a single week, charges are \$25 for tuition and \$35 for board and room. To insure a high degree of individual participation, membership is limited. A few tuition scholarships are available. Applications for admission and scholarships should be made immediately, for they will be considered in the order in which they are received.

Address all communications to: Marjorie Fisher, Executive Secretary, Mount Holyoke Institute on the United Nations, South Hadley, Massachusetts.

\* \* \*

## North Dakota Provides Teacher Scholarships.

The North Dakota Legislature, at its last session, made an appropriation of \$159,000 for the purpose of paying scholarships to persons preparing to teach in the rural elementary schools.

The amount of each scholarship is \$300 per year. It will be considered repaid when the recipient has taught one year. If the recipient does not teach in a rural elementary school, he must repay the amount with interest at 3 per cent within a period of 21 months.

\* \* \*

**Education Moves Forward in France.** *Courrier de France*, published by the Press and Information Division of the French Embassy, reports on recent educational trends and events in France:

• This summer will see the graduation of the first experimental *classes nouvelles*, started in several secondary schools in 1945 to bring French education closer to reality. The course of study has remained unchanged, but the methods of instruction are different. Greater student participation in classroom work is stressed, as well as

reliance on observation and common sense rather than on strictly theoretical book-learning. Better coordination among instructors is sought so that the same subject can be examined from various angles at the same time. In addition to the required courses, several electives are offered in music, art, economics, and agronomy. French teachers are looking forward to publication of the Ministry of Education's report on this pedagogical experiment.

- Four new pavilions are being built at the Cité Universitaire and many improvements will be made in existing buildings to provide more room for students of all countries.

- Student exchanges between France and Germany will be stepped up this year. A large number of French students will spend their vacations in Germany, while German students from the Western zones of Germany, the Saar, and Austria visit France.

- A government research center has been set up to study the employment picture in each French department and in North Africa so as to improve vocational guidance for young workers.

- Fifty-seven young Moslems are now enrolled at a new school of public administration in Morocco.

- France and Italy have signed a cultural agreement providing for the establishment of four Centers of Advanced French Studies in Italy (in Florence, Naples, Rome, and Milan), one French lycée in Rome, four Centers of Advanced Italian Studies in France (in Paris, Strasbourg, Marseille, and Lyon), and one Italian lycée in Paris.

### **Institute Program to Bridge Communication Gap between Scientist and Layman.**

The University of Wisconsin is trying to find a "missing link" in the chain of atomic age communications.

The University explains its search this way:

The "H-bomb," the "miracle drugs," and the other scientific advances of the day have brought home to the average citizen the fact that science will play a gigantic role in determining his future security or insecurity. And now that the layman is clamoring for information on how science will affect him, writers have begun the difficult task of translating science's technicality into easily understandable language.

And there's the rub, the University points out.

Scientists say that writers with little scientific background pen inaccurate stories. They admit, however, that their own accounts of scientific progress are too technical to be understood by the layman.

To meet this problem—affording the layman scientific information which he feels he deserves and at the same time satisfying the rightful demands for accuracy by the scientist—the University of Wisconsin has instituted a program to train science writing specialists.

Success and enlargement of the program will prevent jaw-breaking words such as "cyclopentanoperhydrophenanthrene" from being foisted on the public, and inaccurate explanations of scientific terms no longer will cause scientists mental anguish.

And, what is more important, the average citizen will get the information he demands—and he will know it is right.



### **● INSPIRATION FOR THE HANDICAPPED**

Phyllis Detweiler, 12, of Willoughby, O., gives students of the Memphis Shrine School for Crippled Children a demonstration of her one-handed typing ability.

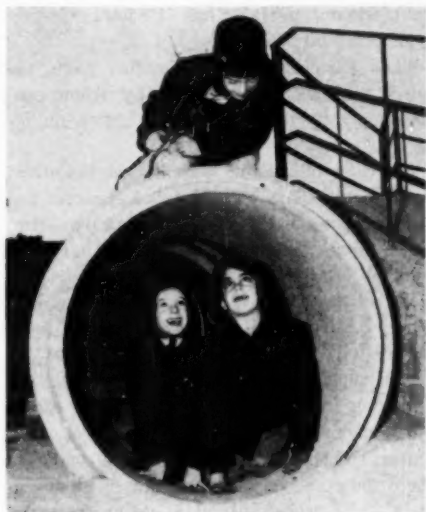
ACME PHOTO

THE AMERICAN TEACHER

## A Unique Playground Built by Fathers

Parkside Playground, in Washington, D.C., was built by fathers in their spare time to give their children an opportunity to develop their imagination by making up their own games.

ACME PHOTOS



A favorite among the many features of the playground is this tunnel, used for many games.



In this cinderblock "ship" children can play pirates, pilgrims, or explorers, and imagine exciting adventures.



This amphitheater offers limitless possibilities for the lively imaginations of Parkside Playground's children.



## Television and Telephone Can Be Combined To Bring the Classroom to the Shut-in Child

ONE OF the teacher's major problems—how to enable children kept out of school for long periods because of illness or accident to continue their class work without requiring hours of the teacher's time outside of class—may soon be solved.

Successful completion of development work on a video-talkaphone which will permit two-way communication and viewing by way of telephone lines carrying television between hospitalized or shut-in students and their classrooms was announced recently by the Talk-A-Phone Co., Chicago manufacturers of industrial, office, and home intercommunication systems.

The video-talkaphone combines a conventional television set with a private line intercommunication system, so that shut-in students may not only see classroom exercises as they are written on the schoolroom blackboard, but can recite from the sickroom when called upon by the teacher. A cradle phone attachment permits the student or parent to talk privately with the teacher, while a selection of twelve buttons permits the student to recite for the entire class to hear. In addition, the video feature combined with audio gives the shut-in an opportunity to see and hear his classmates as they recite. A station-lock arrangement removes any temptation for the student to play hooky by tuning out

the classroom in favor of Hopalong Cassidy or his other favorites.

When the class moves to another room, the shut-in "follows" his classmates by remote control simply by pressing another button on his set.

The video talkaphone, which is the brainchild of Abraham Shanes, executive vice-president and general counsel of the Talk-A-Phone Co., utilizes closed circuit television plus rental of lines from the local telephone company.

Mr. Shanes, who is a member of the U.S. Office of Education-Radio Manufacturers Association Joint Committee on Specifications for School Sound Equipment, visualizes infinite potentialities for video-talkaphones from an educational standpoint. Eventually in large school systems special telecast classes can be conducted where the students' absence from classrooms is likely to be prolonged and would otherwise result in missing a vital portion of their courses. There is no limit to the number of students who could be reached at home or in hospitals by the video-talkaphone.

Production-wise the video-talkaphone presents no problem, says Arie Liberman, president and chief engineer of the Talk-A-Phone Co. Any conventional television chassis may be utilized in combination with the talkaphone chassis and



**SPECIAL SPEAKER-RECEIVER  
ENABLES KOKOMO STUDENT  
TO HEAR HIS CLASSMATES  
AND TO RECITE.**

Claiming to be the only boy he knows who "attends" his senior high school class in pajamas, 17-year-old Charles Hardy listens in from his home on his classroom in Kokomo, Indiana, two miles away. His specially installed speaker-receiver enables him to recite and to be heard by his teacher and classmates, as well as to hear what is going on in the classroom. Charles was stricken with infantile paralysis in August 1948.

ACME PHOTO

controls which have been engineered to permit video-intercommunication. It is simple enough for a very young child to use and requires practically no maintenance beyond the usual servicing necessary to keep the video in good operating order. It may be placed on a metal tray stand

which bridges the patient's lap in bed, so that the entire apparatus is directly in front of the viewer and the dial controls are within arm's reach. Light enough to be portable, the video-talkaphone may be placed on a nightstand or any convenient place in a sickroom.

## Last Call to Liberalism

By ROBERT ROTHMAN, Local 231, Detroit

**THE COUNTRY OF THE BLIND.** By George Counts and Nucia Lodge. Houghton Mifflin Co. 1949. 378 pp. \$4.

**T**HIS is an important book. It is also a terrifying book.

To liberals and democratic socialists at the end of World War I the Russian Revolution was the inspiring outcome, the one hopeful ray of dawn on an otherwise dark horizon. In the succeeding decade or so, slave labor and repressive measures there were deplored, but condoned as emergency expedients made necessary by the ring of enemies surrounding Russia. Since World War II—or perhaps after the purges of the middle 30's—men of good will have with growing incredulity and disillusionment at last come face to face with the testimony of this remarkable book.

The pages of *The Country of the Blind* are, for the most part, given over by Dr. Counts and Mrs. Lodge to first hand material—articles in Russian newspapers, decrees of the Party, official edicts and accusations, sycophantic adulations and groveling *mea culpas* from terror-stricken leaders of science, letters, music, art. The pictures they evoke are not pretty.

No mere review can convey the extent of the Soviet "system of mind control." Stalin and the Central Committee of the Communist Party are witnesses, jury, and supreme judges of all literature, drama, music, science, education—and woe be to the writer, the composer, the teacher who does not dedicate every note or word to the purposive advancement of the Soviet State. Not only must they conform to the present Party ideology; they must anticipate the Party line of the future, for the favorites of today may be the outcasts of tomorrow if official doctrine should change. All letters to Stalin are couched in such terms: "To you, the great creator of Communism, the science of

the fatherland is indebted. By your brilliant works you enrich and exalt it before the entire world. You guard it from the peril of estrangement from the needs of the people." (p. 209). Accused of "formalism" in their music, with what humiliation and self-degradation must men like Shostakovich, Prokofiev, and Khachaturian have licked the boots of their accusers in atonement! And so in every art, in every science, in every field of thought.

No, we apologists who saw hope of an emerging democracy in the early stages of the Revolution were wrong. Dictatorship, suppression, assassination—these were not grim means to an end; these now turn out to be the END itself, the fruition of the Revolution. These constitute not the self-confessed, but the self-acclaimed goal. Humorists who speak lightly of the peasant, composers who dare to use chords incomprehensible to workers, scientists whose method is objectively experimental rather than dialectical—in short, all who have the temerity to misinterpret the organic unity into which all thought must fit—are "disciplined," lopped off as prunings from an otherwise perfect tree. There are no exceptions. A single careless line in a play, a single inopportune scene in a motion picture, each is ferreted out, and the author, whatever his past orthodoxy, must seek through recantation to make a tenuous peace with the uncompromising Party. Here is a new religion with a vengeance.

Dr. Counts and Mrs. Lodge offer their material with the least possible connective commentary. Their own writing is objective with a minimum of recrimination; their occasional bursts of indignation only enhance their admirable restraint. Unlike Mr. Abend, who reviewed their book in the December 3 *Saturday Review of Literature*, I find their organization of the translated passages excellent, and I be-

lieve that every line of these Russian writings will be of absorbing interest to readers. Few would be willing to exchange such exciting "raw chunks" (to use Mr. Abend's term of derogation) for the predigested editorial pap that he seems to demand.

If John Dewey is the philosopher of democracy, George Counts has been a leading social implementer of that philosophy. In this book's final chapter Dr. Counts and Mrs. Lodge offer a 12-point program for liberals that may well serve as a guide for action today. It wastes no space on vituperation—it realistically faces the dilemma of two opposed philosophies that must co-exist if total destruction is to be averted. It turns the searchlight of criticism upon our own shortcomings and calls for a new, more vital democratic leadership. High school and college teachers should seek permission to have this program mimeographed for their students; perhaps the AFT might undertake inexpensive re-

printing and wide distribution of the 12 principles.

\* \* \*

Here, then, is the situation. The authors of this book call us to a new evaluation of the possibilities that lie before us, a new exploration of the open road of intelligence. We cannot lay it at their door if their program goes up in smoke—or atomic dust. Dewey told us 25 years ago that to depend upon intelligence "is not to assert that intelligence will ever dominate the course of events; it is not even to imply that it will save us from ruin and destruction . . . But some procedure has to be tried; for life is itself a sequence of trials. . . . To claim that intelligence is a better method than its alternatives, authority, imitation, caprice and ignorance, prejudice and passion, is hardly an excessive claim." The call to intelligence in the final chapter of *The Country of the Blind* may be our last call.

## AFT Arranges Tours and Conferences For Japanese Trade Union Visitors

FOR the recent visit of Japanese trade union experts to the Chicago area, the AFT national office and the Chicago Teachers Union arranged a schedule of tours and conferences designed to show how our democratic system works in that part of the country.

The Japanese delegation was especially interested in studying the public school system in a large American city. Since most of the teachers in Japan belong to the teachers' union, and since both the national headquarters of the AFT and its largest local are in Chicago, that city was



### ● JAPANESE TRADE UNION EXPERTS VISIT GARY, IND.

Front row: Idjutaru Suehiro, Chairman of the Central Labor Relations Board of Japan; Susumu Fujita, Chairman of the Executive Committee of the All Japan Electrical Workers Union; Mrs. Fuji Nakawaki, Interpreter and Technical Consultant for the Labor Division, Economic and Scientific Section of the Supreme Commander's Office; Katherine Cooke, of the Gary Teachers Union. Back row: William Swan, President of the Gary Teachers Union; Kaname Hoshika, General Secretary of the National Railwayworkers Union; Shingo Kaito, Chief of the Trade Union Section of the Japanese Labor Ministry; Charles Lutz, Superintendent of the Gary Schools.



**THE DELEGATION MEETS GOVERNOR ADLAI STEVENSON IN SPRINGFIELD**

*Seated:* Mrs. Fujii Nakawaki and Governor Adlai Stevenson. *Standing:* Irvin Kuenzli (AFT Secretary-Treasurer), Susumu Fujita, Shingo Kaite, John Fewkes (President of the Chicago Teachers Union), Kaname Hoshika, Robert Furry (President of the Illinois State Federation of Teachers), and Reuben Soderstrom (President of the Illinois State Federation of Labor).



**JAPANESE VISITORS CONFER WITH SUPERINTENDENT OF SCHOOLS HEROLD C. HUNT**

*Seated:* Shingo Kaite, Kaname Hoshika, Susumu Fujita, Idjutarō Suehiro, Dr. Herold C. Hunt (Superintendent of the Chicago Public Schools), Mrs. Fujii Nakawaki. *Standing:* Irvin Kuenzli and John Fewkes.

selected for a special study of the public school system, and the AFT groups were asked to plan and direct the program for the visitors. The Japanese labor movement is deeply interested in maintaining free public schools as the basis for a democratic society.

The Japanese delegation came to the United States under the sponsorship of the U.S. Department of Labor, which is convinced that democratic principles can be developed in Japan and Germany only if those principles are supported by the labor groups in those countries.

Included in the schedule arranged for the delegation were visits to the schools of Chicago and Gary, to several universities, to the steel mills in Gary, to the offices of the Chicago Federation of Labor and its radio station, WCFL, to the offices of the AFT and the Chicago Teachers Union, to the Chicago stockyards, and to various museums and stores. At radio station WCFL the group made a broadcast recording.

Conferences were held also with Governor Adlai Stevenson, with Reuben Soderstrom, president of the Illinois State Federation of Labor,

with Willard Townsend, president of the United Transport Service Employees of America, and with Dr. Herold Hunt, superintendent of the Chicago schools. Among those attending the conference with Governor Stevenson in Springfield were Robert Furry, president of the Illinois State Federation of Teachers, Charles Petefish, president of the AFT local in Springfield, and Charles Kenney, executive-secretary of the Illinois State Federation of Teachers.

\* \* \*

The Japanese delegation was composed of the following persons: Idjutaro Suehiro, chairman of the Central Labor Relations Board of Japan, who attended the University of Chicago in 1918; Shingo Kaite, chief of the Trade Union Section of the Japanese Labor Ministry; Susumu Fujita, chairman of the executive committee of the All Japan Electrical Workers Union; Kaname Hoshika, General Secretary of the National Railwayworkers Union; Mrs. Fuji Nakawaki, interpreter and technical consultant for the Labor Division, Economic and Scientific Section of the Supreme Commander's Office.

## Study Abroad and Like It! Foreign Study with American College Credit

By ROXIE LODGE, President, East Cleveland Federation of Teachers, Local 719

**F**OR THOSE who want a delightful summer vacation—inspiring, gay, yet challenging and educational, I can suggest nothing better than the Institute of World Studies in Amsterdam, Netherlands. A selected group of teachers from the United States studied there last summer and earned graduate credit. This was the seventh annual session of the Institute of World Studies. It held its 1949 session at the University of Amsterdam, July 10-30, in cooperation with Syracuse University. Dr. Donald Bishop of Syracuse University was the American director, and Mr. William Hooykaas, representing the N.O.V., the Dutch Teachers Federation, was the Dutch coordinator.

The Institute was originally a part of the World Federation of Education Associations, but is now chartered as a non-profit organization to help teachers study in other countries under the most favorable conditions. Its Educational Policies Board includes America's top flight authorities in the field of international education:

Robert Ulich, Chairman—Graduate School of Education, Harvard University  
Donald Bishop—Syracuse University  
Selma M. Borchardt—Washington College of Law  
George S. Counts—Teachers College, Columbia University  
Roy Deferrari—Catholic University of America  
Uel Lamkin—State Teachers College, Maryville, Missouri  
Kendric Marshall—Division of International Educational Relations, U.S. Office of Education  
Ruth McMurray—U.N.E.S.C.O., Relations—Department of State  
Albert Prince—Connecticut State Board of Education  
Carson Ryan—University of North Carolina  
Henry Lester Smith—Indiana State Department of Education.

The group of Americans attending the Amsterdam Institute last summer included teachers from Colorado, Iowa, Ohio, New York, North Carolina, Georgia, Illinois, Florida, and Texas.

The purpose of the Institute is to help teachers learn something about the people and country in which they are traveling, to make informed,



appreciative tourists of all who go, and to enable Americans to study abroad "for credit or for audit." For us who went to Holland, the objective was accomplished through the university lectures and the planned tours of cities and excursions throughout the country. We had brilliant lectures from eminent scholars; and we had much more. We were accepted guests of the people, and the Dutch were warm and kind friends. Institute members had ample opportunity to observe the people of Holland at work and at home. We shared their rich cultural and historical background. We learned to respect these people deeply. Sturdy, trustworthy, courageous, they showed us a gayer side too.

The first Sunday evening in Amsterdam, we were guests of the Dutch Teachers Union at the American Hotel. A delightful program of folk dancing and folk music gave us a taste of what we were to enjoy during the entire term. Even our study trips were made happy for us. On our first day of school, with Mr. Hooykaas in the lead, we wended our way over the cobble-stoned streets, alongside canals, to the University. Here we were received and welcomed by the President of the University. We met our three English-speaking Dutch professors, who were to lecture and accompany us on our excursions in Holland.

There was Dr. H. A. Enno Van Gelder, who taught us some of the history of Holland. He made it live for us. But it wasn't only a lecture course in a classroom; we visited the places where history was made—and is still being made. Our first excursion in connection with his class was a trip by motor launch through the main canals of Amsterdam, down the Amstel River to the harbor with its ship building industry. We were particularly impressed by the speed with which the Dutch had rehabilitated their harbors, which were scenes of havoc and destruction during the war.

That same day we were guests of the city officials at a tea in the town hall. The Burgomaster of Amsterdam gave us a most cordial welcome to his city and to all Holland. We felt we were wanted, wanted as Americans, wanted as students of European social history. It was thrilling!

In this gay and serious tempo the summer school opened. So the pace was set. So the pace was maintained, day after day. We visited the old churches of Amsterdam and the cathedral at Delft. Delft Blue, Delft China took on a new meaning from that day on.

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The Queen's Old Palace, the Court of Justice, the "Little Church in the Loft" where Catholicism was practiced during the Reformation, and Riik's Museum were just a few of the famous buildings visited under excellent guidance. In the Riik's Museum we saw and we felt the greatness of the paintings of the great Dutch artists. The cultural history and the social history of the people were stressed.

On another tour, we were taken to the ruins of Charlemagne's castle on the Rhine. Then we went to another medieval castle, and to the famous Hertogenbosch Cathedral. Each ancient monument has its story, and these stories were told us colorfully and with a dash of humor and a zest which only a native could add. We shared their modern history, too. We were taken also to the battlefields at Arnhem and Nijmegen. We saw the ruins at Wageningen where the Germans signed the peace treaty. Our Dutch hosts showed remarkable restraint. They are a great people.

Dr. J. Zijlestra lectured on the economics of Holland and the benefits of the Marshall Plan to its recovery program. We saw the Marshall Plan in action. We were impressed with the use the Dutch had made of the U. S. help in rebuilding their economy.

We visited the diamond centers in Amsterdam and saw good craftsmen at work—good union craftsmen. And oh! we *saw* and *enjoyed* the famous cheese market at Alkmaar. The splash of color at the Flower Market at Aalsmeer intrigued us. The fishing fleets of Vollandam, the Island of Marken where the traditional Dutch costumes are still worn gave what the orthodox sightseer wants.

But we combined sightseeing and study. We spent a morning at the International Airport, the home of the Dutch airline K.L.M. Here we saw in some detail how the Dutch have repaired the

damage done by the Germans to the airfield.

We visited the Philips Manufacturing Company at Eindhoven, a subsidiary of General Electric Company, U.S.A., where we were guests of the company at a luncheon followed by a tour of the plant. Philips was the largest industry visited. There we saw radios being assembled, plastic cabinets and insulators being manufactured. The place held by labor unions in a national economy—a place of dignity and power, and the matter-of-fact acceptance of their roles in promoting the national welfare, made us appreciate the social maturity of the nation and we wished that we might have had a period in which to interrogate labor leaders.

A school similar to General Motors apprentice school in our country is a part of the Philips vocational educational program. Young Dutch and Belgian boys of promising ability are accepted for training in this school. A comparison with a similar school in our country would be significant.

Our third professor, Dr. B. H. M. Vlekke, lectured on "International Relations." The Hague, the seat of the International Court of Justice, gave us a laboratory approach to international cooperation. But our Dutch hosts dared do more. Dr. Vlekke devoted several lectures to the Indonesian question and frankly and freely indicated that Dutch citizens were in full sympathy with the Indonesians. The present government's response to the will of the Dutch people would, he felt, lead to the early recognition of the Indonesian Republic—with the help of the present Dutch government. Now, his prophecy has come true!

\* \* \*

The teachers of Amsterdam were surprised to find elementary, secondary, and college teachers in our Institute studying and working together, all accepted by each group on an equal basis. The inherited traditional snobbishness of Dutch secondary teachers toward the primary teachers is sure to be overcome by the increase in power and prestige of the elementary teacher. Possibly we American teachers have contributed to the spreading in Europe of an appreciation of the single salary schedule and the recognition of the equal worth of all qualified teachers in every part of the system.

The strict academic standards of the Dutch schools, the ever growing social consciousness of the teachers and the school officials, the passion-

ate zeal of the Dutch teachers for world democracy impressed us greatly.

One example of the social program of the Dutch teacher is that, aided by a Government subsidy, they sponsor a summer camp for school children of Amsterdam and Rotterdam. A teacher takes her class to this country camp for two or three weeks. Here the child gets physical, social, and moral training in an atmosphere which stresses the spiritual values of a free people. Several teachers and their classes are at the camp at one time. The camp is for both public and church school children. The nation as a whole benefits.

\* \* \*

Before and after the Institute, we took advantage of our free time in Europe. We traveled in a number of countries. To those who wanted them the Institute gave cards of introduction to UNESCO House in Paris and to other educational centers. Tours through England, Belgium, Switzerland, Italy, and France were planned by the Institute and optional with the members.

Even if one could not take these optional trips to other countries, there are volumes one could write about each day spent at the Institute. The Institute gave us the happiest, most profitable credit-earning summer school imaginable! We'd all like to go back.

## **AFL Employs Organizers To Promote AFT Growth**

Two organizers, David Selden and F. C. Snow, have been employed by the American Federation of Labor to work in the field of organizing teachers. Mr. Selden, a social science teacher, has been an active AFT member for nine years, during three of which he was president of the AFT local in Fordson, Michigan. His most recent teaching position was in New York.

Mr. Snow has taught economics and labor problems and has been employed on a temporary basis as an AFT organizer through a program supported jointly by the California State Federation of Labor and the California State Federation of Teachers.

Within the last few weeks Mr. Selden has organized four locals in Kentucky. The new locals are in Ashland, Boyd County, Cottleburg, and Greenup County. Mr. Snow has chartered two new locals in California, one in Pasadena, the other in Glendale. In addition the locals in San Bernardino and Long Beach have been revived.

# The Human Relations Front

By LAYLE LANE, Chairman of the Committee on Democratic Human Relations

*"Regardless of what may be the origin of social prejudice, it is usually expanded and kept alive through indoctrination. Consequently, in any efforts to eradicate or decrease prejudice, special attention must be given to measures for combating harmful indoctrination."*—"Types and Causes of Discrimination," A Memorandum by the Secretary-General of U.N. 1949

## DEBITS

The death rate of our 400,000 Indian citizens is twice that of the general population, although the high rate is caused largely by preventable diseases. Deaths from tuberculosis among the Alaska Indians is 10 times the rate in the states. Of all Navajo deaths, 50% are of children under 5, and about one-third of these die before they are a year old.

\* \* \*

The Commissioner of Welfare in New York City reports that 2,000 applications for relief are being received each week because of the mounting unemployment. Throughout the nation unemployment is rising rapidly, reaching a total of 4,684,000 in February. This figure did not include the miners, because the majority of them were not seeking other work.

\* \* \*

In South Carolina, petitions are being circulated demanding the impeachment of Federal Judge J. W. Waring on the grounds of "advocating dissension between the Negro and white citizens of South Carolina." Judge Waring had ruled that regulations adopted to prevent Negroes from voting in the Democratic primary were illegal, and registrars attempting to enforce them would be in contempt of court.

\* \* \*

Under the calendar Wednesday rule of a roll-call of committees to bring their measures to the floor, the House Labor Committee brought an FEPC bill before the House on February 22. Every type of parliamentary device had been used to keep the bill from consideration; and after it was introduced seven roll-calls and dozens of amendments were offered to prevent discussion of FEPC. A substitute bill, the McConnell Bill, providing an FEPC with only investigatory and advisory powers, was passed. The measure has yet to be passed by the Senate, where the same tactics are expected.

\* \* \*

24,081 claims have been filed by Japanese Americans for real and personal property losses suffered during their evacuation from the West Coast in 1942. To date only a handful of claims have been paid, out of a total amounting to more than \$50,000,000. Claims amounting to less than \$2,500 may be paid directly by the Department of Justice; larger claims must be authorized by Congress.

## CREDITS

Last spring a Committee to End Discrimination was formed at the University of Michigan. Its objective is the removal from university admission blanks of all questions which could be used for discrimination against minority groups. The first target is the form for admission to the medical school. The committee is asking that letters be sent by interested persons to the secretary of the medical school.

\* \* \*

Nine Nisei citizens of Hawaii won in the primary election for delegates to the constitutional convention of Hawaii. Several of these were school teachers. Their task will be to draw up a constitution for the state of Hawaii. Although the bill for statehood has been in the U.S. Congress for some time, it has been held up because there is a "mixed population" in the islands.

\* \* \*

Student delegates from 17 colleges met at Cornell University in February and formed a national agency to promote interracial and interfaith activities. The national agency will be a clearing house for the exchange of ideas and programs. "We do not intend to become martyrs," said one of the delegates. "We want to become examples of democracy in action."

\* \* \*

The Committee on Racial Equality of State College, Penn., carried on a campaign to eliminate discrimination in the local barber shops. Not being successful, it put ads in some of the Philadelphia papers announcing that "students and citizens of State College offer location . . . and \$1,800 cash advance towards patronage to barber without racial prejudice." A Philadelphia barber accepted the offer. He remodelled the shop, installed new equipment to make the shop the most modern and sanitary in the town, and as a result has had so much business that he will soon have to expand.

\* \* \*

More than 350 church delegates met in Detroit Feb. 16-19 "to help the churches contribute insight and direction in respect to economic issues and tensions that have vast social and moral implications." Among the issues are "what motives and incentives will best assure the fullest use for the public welfare of our expanding capacity to produce goods and services."

# BOOKS AND TEACHING AIDS

## How to Organize and Administer An Audio-Visual Program

SETTING UP YOUR AUDIO-VISUAL PROGRAM, by the Audio-Visual Association of California. *Stanford University Press*, Stanford, Calif. 1949. 34 pp.

Because school administrators and school principals play fundamental roles in the success of any audio-visual program, this book is directed towards them. There is no attempt to present an exhaustive account of audio-visual problems and procedures. Instead the authors have devoted themselves entirely to creating a graphic, pictorial, and exceedingly useful little guidebook for all people administratively connected with audio-visual materials.

In a brief, lucid manner, the book covers all phases of audio-visual organization. There are clear treatments of the need for audio-visual instruction, the administrative organization of an audio-visual department within a school, the types of equipment and their uses in school instruction, lists of practical suggestions for the successful operation of an audio-visual program, and a section on giving encouragement, training, and aid to teachers in the use of audio-visual materials.

The authors should be congratulated for issuing a handbook urgently needed in all schools having audio-visual programs.

I. J. PESKIND, *Chicago, Ill.*

## For Elementary Teachers Both New and Experienced

PRINCIPLES OF ELEMENTARY EDUCATION, by Henry J. Otto. *Rinehart & Co.*, New York, N. Y. 1949. 430 pp. \$4.00.

This book has a two-fold purpose. To students new to the field, it unfolds in clear, concise manner the "Why," the "What," and something of the "How" of elementary education. To seasoned teachers and school administrators as well, it provides a means of reexamining convictions and checking practices in the light of modern concepts of education. Throughout, the author amplifies his statements by reference to practices in particular school systems and to quotations from literature in the education field.

The first chapter, "Orientation," takes the reader on imaginary visits to five modern elementary schools in various parts of the United States. Each school is described briefly in its community setting. Highlights of a typical day's program are listed and several activities are described graphically in some detail. It is suggested that throughout the book the reader refer to this chapter for exemplification of the theories in the chapters which follow.

From here on the field of elementary education is unfolded. Each chapter develops logically as an outgrowth

of the preceding one. Part II contains a description of the educative environment of the child, followed by the purposes of school, the means of achieving these purposes, and the organization of the school program. Problems such as the present overcrowding of the curriculum are recognized and suggestions for improvement are offered. Part III, "Teaching," includes discussions of the children, modern concepts of child behavior, and methods of living and working with children. Part IV deals with the teacher and her administrative role. Finally Part V provides an overview of the whole field.

The value of the book is enhanced by excellent chapter summaries, a wide range of recommended reading, and practical suggested activities for students of education.

ALICE K. LIVERIGHT, *Local 3, Philadelphia, Pa.*

## An Aid for Instilling Faith In Democratic Institutions

PATTERNS OF ANTI-DEMOCRATIC THOUGHT, by David Spitz. *Macmillan Co.*, New York, N. Y. 1949. 304 pp. \$4.50.

Indispensable reading for teachers striving to inspire their pupils with an intelligent and critical devotion to democracy is this book, by a member of the political science department of Ohio State University. Dr. Spitz's book is an incisive analysis of anti-democratic thought. He presents the doctrines of oligarchy and evaluates the fundamental premises upon which they rest.

In the best democratic tradition, the author relies for his refutation on reason and logic. As an author, Dr. Spitz writes with ease and often with eloquence; as a teacher, he is master of the art of exposition. The combination enables the reader to sail easily through otherwise formidable material.

Democracy, says Dr. Spitz, entails free play of conflicting opinions, the constitutional responsibility of the rulers to the ruled, and the right of the minority to influence opinion and become the majority. Here the "majority" is not a permanent but a shifting concept, reflecting continual changes of opinion.

Oligarchic philosophies, which deny these democratic principles, fall into two categories, says this writer: those which contend that democracy is impossible, and those which maintain that it is undesirable. James Burnham and Lawrence Dennis are cited as exponents of the argument that democracy is impossible, that it is a facade behind which rule the economic oligarchs, or the elite. Spitz's searching criticism of these Goliaths of oligarchy is a joy!

The refutation of Burnham is particularly keen. The author challenges his monistic and mechanical theory of causation and argues that ruling classes are not necessarily confined to economic groups, but that military, religious, and political power are sometimes more, or at least equally, important. Soviet experience proves that

economic power springs from political control, not the reverse, as Burnham maintains.

The second argument that democracy is undesirable is double-barrelled. Lippmann maintains that the average man is incompetent to rule. The protagonists of aristocracy, ranging from Santayana to the eugenicists, speak for an elite. Both schools are probed mercilessly in this book. In a closing section on authoritarian doctrines, there is a penetrating analysis of doctrines espoused by Calvin and Calhoun, Hitler and Hegel, Stalin, Franco, and Irving Babbitt.

From every page emerges a vibrant faith in free institutions. "Democracy alone, of all the forms of state, provides the necessary mechanism for its own correction." In oligarchy there is no way, short of revolution, to correct error. In democracy "there is the constant and free play of critical opinion which, not at the grace of the ruler but as an indispensable constitutional device, shapes and is free to correct the policies of the state—installs and is able to remove the temporary governors of men. Here is the final justification of democracy."

RUBIN MALOFF, *Local 2, New York, N.Y.*

## On the Genetics Controversy

HEREDITY, EAST AND WEST—LYSENKO AND WORLD SCIENCE, by Julian Huxley. *Henry Schuman, Inc.*, 20 East 70th Street, New York 21, N. Y. 1949. 246 pp. \$2.00.

The genetics controversy in the U.S.S.R. transcends the specialized interests of biologists. The issues involved are of concern to all teachers: not merely scientific theories are being repudiated, but concepts of intellectual freedom and principles of scientific inquiry are being nullified. When human thought is in chains in one part of the world, intellectual honesty and freedom are endangered in the rest of the world. For this reason this book is important reading for all citizens devoted to the democratic way of life.

Dr. Huxley, who has devoted a lifetime to the study, teaching, and popularizing of biological sciences and who for three years was Director-General of UNESCO, has explored painstakingly the scientific, social, political, and educational aspects of the conflict between the Lysenkoists and the rest of the biologists. With clarity and dramatic suspense he traces the development of the scientific and ideological dispute from its earliest days to the official banning of Mendelism in the U.S.S.R. in the summer of 1948. The political, social, and educational implications and consequences are discussed thoughtfully and soberly. For the layman there is an excellent introduction to the science of genetics.

The experiments and results claimed by Lysenko are critically analysed and tested in the light of accepted scientific methods. An evaluation of the character and personality of Lysenko as a man and scientist is made on the basis of his writings and utterances as well as personal meetings.

In a chapter titled "Regimentation of Thought" a detailed case history reveals the extent to which science, philosophy, law, economics, history, literature, music, and art are subject to state control.

The final chapter "The Situation of Science" comments sadly on the tragic price that Russian science will pay

and already has paid. It further outlines a program of action for us to follow: For "regret alone is barren." We need to achieve a greater understanding "of the relations between science and society and the conditions under which the scientific method can operate to the best advantage." We need to seek means to influence Russia to "modify its policy of subordinating science to philosophical and political orthodoxy."

The book makes clear that the central issue is not the truth or falsity of Lysenko's doctrines but "do we want science as the free pursuit of knowledge of and control over nature or do we want it to become subordinate to political theory and the slave of national governments?"

This is a crucial issue of which teachers in America must be forewarned so that they may be forearmed.

MEYER HALUSHKA, *Local 1, Chicago, Ill.*

## For the Socialized Approach In Biology Teaching

BIOLOGY IN OUR LIVES, by W. Hunter and F. R. Hunter. *American Book Company*, New York, N.Y. 1949. 534 pp. \$3.40.

"Biology in Our Lives" is a very apt title for this book. The socialized approach is emphasized without minimizing the scientific vocabulary and content. The presentation is informal and straightforward. The illustrations and bibliographies are planned to interest all types of students.

Vocational and avocational possibilities of biology are stressed. Extensive use is made of a great variety of teaching and learning aids. Daily life problems with a new and timely emphasis are interestingly treated. The authors recognize and stress the relationships of biological principles to our entire social, economic, and civic life.

ROSE HALUSHKA, *Local 1, Chicago*

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Biology teachers and instructors in education on family life may want to send for a folder describing the three-dimensional sculptured models in the Dickinson-Belskie "Birth Series." These models depict human embryonic development and the structures involved in human reproduction. The folder can be obtained from the Cleveland Health Museum, 8911 Euclid Avenue, Cleveland 6, Ohio.

## Life Adjustment Pamphlets By Science Research Associates

UNDERSTANDING YOURSELF by Dr. William C. Meninger. 53pp.

YOU AND YOUR MENTAL ABILITIES by Lorraine Bouthilet and Katherine Mann Byrne. 49pp.

These are two pamphlets recently issued in the life adjustment series of Science Research Associates, 228 S. Wabash Ave., Chicago 4, Ill. They are available at 75c per single copy, with discounts for larger quantities.

Suitable for high school students they are designed to promote self understanding and personality adjustment to social situations in and out of school.



## Pamphlets . . .

- **JOHN DEWEY AT NINETY.** League for Industrial Democracy, 112 E. 19th Street, New York 3, N. Y. 40 pp. 25c.

Addresses by John Dewey, Prime Minister Nehru, Felix Frankfurter, John Haynes Holmes, William H. Kilpatrick, Hu Shih, Irwin Edman, David Dubinsky, Walter Reuther, Rebecca Simonson, and others, on the occasion of the Ninetieth Birthday Dinner of the great philosopher and educator. Illustrated.

- **ART AS A UNIVERSAL LANGUAGE.** Arts in Childhood, Series III, Bulletin 4, Fisk University, Nashville 8, Tenn. 16 pp.

Teachers in the primary or elementary grades will get from this pamphlet a new perspective on the importance of children's art. There is a discussion of common patterns in child art, a section on child art in Egypt, and other sections of equal interest. There are 15 illustrations of the art work of children at various age levels. Several countries are represented.

The Association for Arts in Childhood is organized "To cultivate appreciation of the arts among children and to foster their creative expression in the arts." It issues quarterly pamphlets, of which *Art as a Universal Language* is one. Others recently issued are: *One World in Children's Books*, *Opportunity for Arts in Childhood*, and *Starting the School Year Right*. Each sells for 30c or the series of four may be had for \$1.00. Associate membership in the organization is \$3.00.

- **A FORMULA FOR PREDICTING READABILITY,** by Edgar Dale and Jeanne S. Chall. Educational Research Bulletin, Ohio State University. Order from Mailing Room, Ohio State University, Columbus, O. 28 pp. 50c.

A practical presentation of a simplified method for estimating the comprehension difficulty (readability) of written materials. The Dale-Chall formula estimates readability on the basis of two factors: average sentence length and percentage of words outside the Dale list of 3000 familiar words. The list is given in the pamphlet.

- **IN THE CLASSROOM WITH CHILDREN UNDER THIRTEEN YEARS OF AGE:** Toward World Understanding. A group report by Louis Meylan. Published by Unesco and available through Columbia University Press, International Documents Service, 2960 Broadway, New York 17, N.Y. 63 pp. 50 cents.

The pamphlet shows ways of using ordinary school curriculum to develop an attitude of "world-mindedness" among children. The methods suggested fit into the classroom and add new interest to the subject matter.

- **HOW TO TELL YOUR CHILD ABOUT SEX,** by James L. Hymes, Jr. Public Affairs Pamphlet No. 149, Public Affairs Committee, Inc., 22 East 38th St., New York 16, N.Y. 32pp. 20c.

A common sense approach to sex education. Although the pamphlet is intended for parents, teachers will also profit from reading it.

- **THE WORLD AUDIENCE FOR AMERICA'S STORY.** Publication 3845. Division of Publications, Office of Public Affairs, Department of State, Washington 25, D. C. 127 pp. 1949.

This pamphlet is chiefly an evaluation of the effectiveness of the United States Information Program. There is also a consideration of the status of the program and recommendations for improving it.

## Miscellaneous Materials

- **FREE AND INEXPENSIVE MATERIALS ON WORLD AFFAIRS FOR TEACHERS.** Compiled by Leonard S. Kenworthy. International House, 500 Riverside Drive, New York 27, N.Y. 1949. \$1.00.

Over 800 items from 140 organizations and publishers are listed in this booklet. They are listed under five sections: Some World Problems, United States Foreign Policy, Teaching Methods and Teaching Materials, Some Regions of the World and Individual Countries, and United Nations and World Government. Many items in the list are free and many others cost 25 cents or less. A few inexpensive film strips also appear in the list. The list should aid teachers who are interested in teaching world affairs but are too busy to ferret out materials for themselves.

- **WORKSHOP ON EMOTIONAL HEALTH.** Cleveland Health Museum, 8911 Euclid Ave., Cleveland 6, Ohio. 14 pp. 1949. 25c.

For those interested in emotional health who were unable to attend the workshop sponsored by the Schools Advisory Committee of the Cleveland Health Museum, this cooperative report summarizing the proceedings of the workshop will prove useful. There is helpful material on such subjects as classes in human relations, the shy child, the aggressive child, meeting the stresses of the school day, and new patterns in improving mental health. The report also includes a list of books for further reading and another of films on emotional health.

- **AMERICAS.** A monthly magazine about two continents. Pan American Union, Washington 6, D.C. \$3 per year, in English, Spanish, or Portuguese.

*Americas* is a beautifully illustrated monthly magazine; its contributors are leaders of twenty-one American nations. Each issue contains about 100 illustrations, photographs, and pictures by distinguished artists. The magazine does not editorialize but presents vital information on every-day life, art, literature, music, theatre, press, science and sports. Its facts are accurate and readable.

- **UNITED NATIONS STUDY KIT. NO. 1.** Prepared by the UN Department of Public Information. Order from Columbia University Press, 2960 Broadway, New York, N. Y. \$1.00.

The kit contains a careful selection of current United Nations booklets, bulletins, and pamphlets. It provides not only the basic, essential information necessary to beginners but also more detailed material of interest to teachers and advanced students.

# NEWS FROM THE LOCALS

## California Supreme Court Orders Probationary Teacher Reinstated

**61** SAN FRANCISCO, CALIF.—The Supreme Court of California has rendered its decision in the Keenan case. In a unanimous opinion the high court has ordered the reinstatement of Grace B. Keenan, a probationary teacher, as a permanent employee of the San Francisco district. The court decided that: (a) the law preventing the dismissal of probationers except for cause in San Francisco and Los Angeles is constitutional; and (b) a probationer is entitled to a board hearing on notice of dismissal in districts of over 60,000 average daily attendance.

In January 1947, before becoming a permanent teacher, Mrs. Keenan was informed that she would not be re-employed for the ensuing year because of her diabetic condition. No formal charges were made, however, nor was she given notice of a hearing. The decision was that the informal interviews with the administration officers did not constitute a hearing as contemplated by the statute and that, therefore, Mrs. Keenan had a right to complain of lack of a hearing.

Although this decision strengthens the rights of probationary teachers, it does not give them the tenure of

permanent teachers. There are two significant differences between the rights of permanent teachers and those of probationers. In the case of a permanent teacher the law lists specific causes for which action may be taken; for example, immoral conduct, dishonesty, felony, and so on. Furthermore, such a case must be placed before the *superior court* by the governing board. The probationer, on the other hand, may be dismissed "for cause"; physical disability may be a cause within the meaning of the statute, but the only requirement is that the cause must be specific and a hearing afforded the teacher to meet the charge. The hearing of the probationer, however, is before the *governing board*, who then have the power to dismiss the teacher.

It is not expected that this decision will in any way prevent the dismissal of incompetent probationers, because most probationers will resign rather than risk the lasting damage to their records of such a hearing. Nevertheless, unjust dismissals for political, personal, or capricious reasons will be curbed. This is a decision of major importance to permanent as well as probationary teachers, since their welfare is closely related.

## New Law Imposes Penalties For Assault on Teachers

**1** CHICAGO, ILL.—A new law passed by the efforts of the Chicago Teachers Union establishes specific penalties in cases of assault and battery on the persons of teachers and school personnel. The law provides that "Whoever, while upon or adjacent to the grounds of any school or any part of a building used for school purposes, whether his entry was lawful or not, commits an assault and battery upon any teacher or other person employed in such school shall be fined not less than \$100 nor more than \$1000 or shall be imprisoned in the county jail for not less than one month nor more than one year, or both."

In a recent case where a 19-year-old youth entered a Chicago high school without a permit and twisted the arm of the teacher who stopped

him for questioning, the judge before whom the case was tried sentenced the youth to thirty days in the county jail. In imposing the sentence the judge remarked that he was doing so because there had been an increase in crimes among boys of high school age and an example of this kind of punishment was needed to deter others.

## AFT Member Elected School Board President

**482** PATERSON, N.J. — Miss Margaret Brophy, former teacher and a member of Local 482, was recently elected president of the Paterson Board of Education. She had been named to the Board previously by Mayor Michael De Vita, who had been one of her pupils.

## Contra Costa Holds Anniversary Banquet

**866** CONTRA COSTA, CALIF. — John M. Eklund, AFT president, was the principal speaker at the fourth annual Charter Night Banquet of the Contra Costa Federation of Teachers. Twenty-two guests were invited to attend, including representatives of labor groups, members of the administrative staff, and a state senator.

This was one of the engagements of Mr. Eklund on his California speaking trip, during which he made as many as fifteen speeches in five days. At the end of the tour he will have met every local in the state and addressed groups on the college level, teachers not affiliated with the AFT, and labor organizations.

## New Local in Lodi Supported by Labor

**1054** LODI, N.J. — The new teachers' union of Lodi was organized as a result of teachers' dissatisfaction with the failure of existing teachers' organizations to bargain effectively concerning salaries. A salary schedule adopted in 1947 has been rescinded by the school board on the ground that funds are insufficient to continue it. The union refutes this argument, asserting that sufficient funds are available to implement the abandoned salary schedule. The new union is receiving aid from all local labor union groups, including both AFL and CIO unions, which represent a majority of the citizenry.

## Illinois Locals Employ Executive Secretary

The Illinois State Federation of Teachers has appointed Charles M. Kenney of Springfield as executive secretary on a part-time basis from February 1950 through the 1951 session of the General Assembly. Mr. Kenney, who is a member of Local 601, has been a teacher for twenty-one years and has been a delegate to the Springfield Federation of Labor. During the 1949 session of the General Assembly, he represented the Illinois State Federation of Teachers.

## Scholarship for Future Teacher Given by Peoria Local

**780** PEORIA, ILL.—For three years now, Local 780 has been paying full tuition fees for a future teacher enrolled in Bradley University. With this help, the recipient of the scholarship has been able to stay in school and will graduate this summer with a degree in public school music education.

In establishing this scholarship, it was, and is, the intention of Local 780 to help worthy students in the field of education who either are union members themselves or come from families affiliated with organized labor. The present holder of the scholarship has been a member of the Musicians' Local for a number of years.

Funds for the scholarship are raised by an annual card party. This year's party, held February 17, raised approximately \$450, enough to carry

on for another year. (Bradley tuition amounts to \$400 a year.)

In addition to the satisfaction that comes from accomplishing a worthy purpose, Local 780 has derived much pleasure from the fine cooperation of its members, non-member school personnel, and all of organized labor.

## L. A. Members Save Through Buyers League

**1021** LOS ANGELES, CALIF.—Any member of Local 1021 whose dues are paid is eligible to purchase a Buyers League membership for a dollar. The Buyers League Exhibit Building displays articles from bassinets and batteries to television and tires. Dollars that teachers spend can do more by the use of this service.

## Study Complaints of Undue Influence By Pressure Groups on Schools

A thorough study of complaints that special interest groups are exerting pressure unduly to influence the public schools to stress particular points of view was authorized at the last meeting of the Michigan Federation of Teachers executive board.

Executive board members reported that pressure was exerted directly on teachers in some instances in an effort to sell the business or management point of view. Industry-education days during which schools were closed at taxpayers' expense so that teachers might "gain a more practical understanding of industrial processes" were questioned. Members related specific instances of how these days had been made the occasion for the presentation of one-sided economic doctrines by management representatives.

The efforts of representatives of certain business organizations to secure the adoption of specific text books were also discussed. An instance was reported of a representative of a business men's association stating that certain teachers who had disagreed with his views of what should be taught in the schools were subversive and should be dismissed.

"These reports of unwarranted attempts to foist a particular point of view either directly on teachers, or through the curriculum, will be investigated," declared Mrs. Jessie Baxter, executive secretary of the Michigan Federation of Teachers. "We agree that a broad, comprehensive presentation of the contributions that all groups have made to the shaping of our social, economic, and political institutions should be made in the schools. However, the apparently systematic attempt to influence teachers and pupils, the continuous stream of pamphlets, films, and comic books extolling the virtues of business and the glories of 'individualism' appear to be propagandistic in nature, and will be resisted by every intelligent teacher. School authorities have a responsibility for publicly labeling such material as the propaganda that it is."

Mrs. Baxter stated she believed the decision of the Michigan Federation of Teachers executive board to investigate and publicize its findings concerning the operation of such pressure groups in Michigan would be a timely and useful public service.

From *The Michigan Teacher*

## Conference Features Stimulating Speaker, Lively Discussion

**3** PHILADELPHIA, PA.—Arthur M. Schlesinger, noted Harvard historian and Pulitzer Prize winner, was the principal speaker at the annual dinner and conference held by Local 3. The speaker stated that free society finds itself in trouble because of failure to meet the problems created by industrialism, and he presented a four-point program by which our society can effectively meet these problems. First, it must protect itself against external challenge; second, it must build to provide security within the framework of freedom; third, it must recognize the civil rights of the individual without exclusion or discrimination; and fourth, it must provide minimum standards of living for all.

In addition to this challenging address, a question period was conducted by Dr. Claude Bowman of Temple University. The lively discussion produced many stimulating ideas. Among those attending the meeting were not only members of Local 3, but also school administrators and members of the Board of Education.

## Boston Labor Fights Against Intolerance

**66** BOSTON, MASS.—The Boston Teachers' Union sent three representatives to the recent institute of the Boston Labor Committee to Combat Intolerance. The purpose of the institute was consideration of the problems of race relations and was arranged in recognition of the fact "that the existence and strengthening of the American Trade Union movement is an integral part of the fight against the forces of discrimination and reaction."

## Louisville Members Chosen for Labor Posts

**672** LOUISVILLE, KY.—The Louisville Federation of Labor has reelected as its president, Patrick S. Kirwan, president of the Kentucky State Federation of Teachers and AFT vice-president. Two other members of the LFT were chosen as vice-presidents. They are Ethel duPont, vice-president of union label trades, and Emory J. Wesley, vice-president of miscellaneous trades. A former LFT member, R. A. DuVall, was elected secretary.

## Booklet on Child Guidance Prepared by Milwaukee Local

**252** MILWAUKEE, WIS.—“A Child Guidance Program,” a 12-page booklet issued by the Milwaukee Teachers Union, is the latest contribution of that organization to the cause of better schools. Prepared by the Educational Practices Committee of the union, it is the result of a two-year study of the guidance program in the Milwaukee schools. The report has received community-wide praise from persons and organizations in the city interested in the program.

Copies of the booklet were sent to Milwaukee's 2500 teachers and school administrators, school board members, social agencies, women's clubs, PTA officers, labor unions, and other civic organizations. Requests for additional copies have been made almost daily since publication.

In addition to a review of present and past practices in the guidance field, the report contains a survey of facilities in many other cities, as well as pertinent reviews of surveys made by research and social agencies in Milwaukee County.

The Educational Practices Committee has also made specific recommendations for improving the guidance program, which in part include these provisions:

1. Secure the services of a child psychiatrist to head the department.
2. Secure the services of a child psychologist, offering consultations to the department and teaching staffs and assisting in the presentation of in-service training.

## Minneapolis Women Honored for Winning Liberalization of Employment Policies

**59** MINNEAPOLIS, MINN.—Since its inception a little more than three years ago, the Joint Committee for Employment Opportunity, originating among members of Local 59, has accomplished much of its program for liberalizing employment policies and practices in Minneapolis, especially in the retail stores.

As one recognition of the work of this Committee, which is backed by 46 local civic organizations, the Mayor's Council on Human Relations recently presented the Committee with a Scroll of Recognition for its “effective impact upon employment practices of the whole community in relation to minority groups.”

Through friendly conferences with representatives of retail stores, more

3. Consider teachers an integral part in any plan for treatment of child or parent, with teacher time made available for such consultations.

4. Reorganize the present department of pupil personnel under the administrative direction of the psychiatrist.

5. Make a centrally located school building available as a clinic.

6. Expand the department and demand that additional personnel be required to meet the qualifications of the American Association of Social Workers.

Mr. Gee, president of the local, in his statement to the press upon release of the bulletin made this comment: “It's no secret to us that many teachers are disturbed over the lack of adequate treatment for the exceptional and the maladjusted child. Many teachers deplore the substitution of a program of counseling service for the badly needed child study bureau.”

The report was referred to the Federated Trades Council on February 15 by the Teachers Union for consideration by that body, and for continued action by the labor organizations when it is considered by the school board. The officers of that body, along with other lay groups, have expressed their interest in, and praise of this latest achievement of the Teachers Union in taking the lead on another matter of professional concern to the teachers and the public.

than 10,000 signatures to petitions asking a policy of non-discrimination, Equality stickers, and a general educational policy, the Committee has advanced the cause of fair employment.

## Regional Meeting Held At Local 2 Headquarters

**2** NEW YORK, N.Y.—The headquarters of Local 2 were the scene of a two-day conference of representatives of teachers' unions from seven states. The proceedings included panels on problems of organizing teachers, relations with labor organizations, cooperation with community agencies, and the role of labor in furthering democratic education.



## SUMMER SESSION

MORE COME TO MINNESOTA EACH YEAR FOR SUMMER STUDY—subjects offered in every field of education and scientific interest total more than 1,500. This distinguished institution offers an unexcelled program of extra-curricular activities, concerts, plays, movies, lectures, and other social events. Celebrating its hundredth anniversary the University offers many new and unique programs; language residence houses, opera workshop, seminar in international relations, curriculum workshops, American studies program, economic workshop, and the like.

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## Shop Teachers Relieved of Division Rooms Through Work of Chicago Teachers Union

**1** CHICAGO, ILL.—Union negotiations have been successful in having the shop teachers in technical schools relieved of divisions which they were carrying in addition to their eight-period teaching schedule.

In its report the committee representing shop teachers said:

"A survey has been made by the Chicago Teachers Union relative to the addition of divisions to the shop teachers' eight-period teaching day. One hundred ten signed questionnaires have been returned, all but one of which indicate a load which seems unreasonable in contrast with that carried by the average teacher.

"Fifty-two, approximately one-half, of the shop men who responded to the questionnaire have divisions averaging thirty pupils. Of these fifty-two, forty-six have no adjustment periods in which to confer with pupils about many matters calling for prompt attention, to take care of the heavy clerical work of a division, to meet with parents when occasion demands, to plan programs, make telephone calls to the home, check cuts, books, lockers, absences and the like. When a sudden call comes from the office, it is dangerous to leave students alone in the shop with complicated and powerful machinery, hot metal, and valuable equipment while the teacher is attending to division duties. On the other hand, it is impossible to confer with parents in a shop class.

"No time is allowed in the school day for repairing shop equipment, working up projects, making jigs and fixtures, preparing materials for students' use, and doing the many odd jobs which are requested of a shop teacher in every school.

"Work stations in the shop average twenty-five, according to the survey, while class sizes average thirty, leaving at least forty boys for whom some special provision must be made.

"It is not surprising, from these facts, that many shop men either retire early or drop out of the system because of heart conditions and nervous tension which have, according to the questionnaires, been aggravated by intolerable strain. Lack of new recruits for examinations and early retirements have brought about an alarming shortage of technical men in our school system and have led to the closing of many shops in our high schools.

"Most important of all, the students who are entitled to individual attention, who need counselling, are being sadly neglected, and the division room work, very important to the effective operation of the school, cannot be handled properly. . . ."

Several possibilities were explored so that academic teachers would not suffer increased loads because shop teachers were relieved of divisions. It was first thought that it would be possible to establish for shop men a day of three double period classes,

one adjustment period, and one other period of duty like that assigned to academic teachers. However, this was abandoned because it would be too expensive to allow shop equipment to remain idle for two periods a day and because it would then be impossible to accommodate all students desiring training in the various shops.

The possibility of a "floating shop teacher" who would relieve the regular shop teachers for two periods each day was also abandoned for a number of good reasons. For instance, this would require an additional shop man for every three shop teachers now employed. This would be extremely expensive to the Board of Education and it would be impossible to secure the necessary shop teachers.

It was then suggested that two additional academic teachers be added to the faculty of Crane High School, three to Lane, and three to Tilden, thus allowing the principals of the three schools to release academic teachers from other work in order that they might be available to handle division rooms.

\* \* \*

Thus another inequity of long standing has been adjusted by the perseverance of the Chicago Teachers Union and the fairness and responsiveness of the administration of the public schools to the welfare of the students and teachers.

## Rochester Teachers Union Protests Effects Of New York State's "Merit Rating" Law

**616** ROCHESTER, N.Y.—The Rochester Teachers Union is protesting that the state salary law, passed in 1947, is preventing a large proportion of the Rochester teachers from reaching the maximum salary in the state salary schedule. According to this law those teachers who are permitted to reach the maximum are selected on a so-called "merit" rating system. The following letter to the Commissioner of Schools presents the views of the local:

The Executive Committee of the Rochester Teachers Union wishes to call to the attention of the members of the Board certain aspects of the salary situation which we believe constitute a serious threat to the efficiency of education in Rochester.

As you are well aware, Rochester is one of the few major cities in which a serious attempt has been made to observe the spirit as well as the letter of the so-called "merit"

provisions of the salary law enacted in 1947. In this effort the Board and the Superintendent have had the full cooperation of representatives of the teachers' organizations. However, many of us believed and predicted that the merit system of promotion would prove unworkable if the percentage minimums required by law were adopted by the Board as limitations on the number of teachers promoted each year. The present situation demonstrates the soundness of this prediction.

According to figures given to the teachers on November 9, 1949 by Superintendent Spinning, of 684 teachers eligible for promotion from step 12 there was a prospect of promoting only 9. This statement appeared to indicate that the Board was planning only such a number of promotions as is necessary to meet the minimum requirements of the law. We believe that the choosing of 9 out of 684 teachers on the basis of superior merit is so obviously im-

possible that its necessity reduces the whole system of merit promotion to an absurdity. Certainly no one would presume to argue that any system of evaluation could be devised which would be a fair basis for choosing the best 9 out of 684 teachers, especially in Rochester, where it could be expected that the great majority of teachers would be rated as superior according to the standards which have been set up.

We have remained silent in regard to this situation in the hope that the Board would find a way to meet it with fairness to all and that some statement to that effect would be forthcoming. Now that the process of evaluation is going on, teachers are becoming daily more anxious as to their own status and more resentful of the obvious unfairness of the system. Anyone who understands the provisions of the law knows that the Board may provide for the promotion of any or all teachers who are found to be deserving. We believe



that any limitation of such promotions by a percentage maximum is unfair to teachers, and that it is bound to reflect on the quality of education in Rochester schools.

One other injustice in the present salary situation is that many teachers of from 20 to 30 years' experience find themselves on step 12 in the salary schedule together with younger teachers who are in their twelfth year of teaching, and on other steps in a similar proportion. We realize that this situation resulted from the original arbitrary placement of all teachers on steps corresponding to the salaries received at the time the law went into effect, but this does not make the injustice any easier to bear, especially in the case of older teachers who are nearing retirement.

As you know, teachers generally are supporting a bill in the present legislature which would require promotion of all teachers who meet standards of merit agreed upon by the Board and the teachers (as our standards were), and which would also provide for rapid adjustment of steps to actual years of service. We do not like to believe that our Board of Education will adjust these inequities only when required to do so by state law.

It would add greatly to the peace of mind of those teachers who are the victims of the conditions we have mentioned if the Board would make a reassuring statement of its present policy and intentions. Such a statement at this time would be greatly appreciated.

Since the chief issue presented in this letter is a matter of some public concern, we are taking the liberty of giving copies to the newspapers. We believe that if those of the public who are interested in the schools understand the situation, the Board will be supported in taking such action as will be fair to Rochester teachers. Copies of this letter have been sent to all members of the Board and to Superintendent Spinning.

## Newswriting Class Helps Detroit Local

**231** DETROIT, MICH.—The Detroit Teacher reports that its newswriting class has not only yielded much needed help for the publication but has also produced more advertising than has ever before come to the paper.

The growing list of accomplishments of the Detroit Federation has attracted many new members and has led to wider participation by the membership in union activities. Now the Political Action Committee is presenting a series of articles in the publication calling on teachers to assume their full share of public responsibility by participating in public matters.

## Worcester Local Makes Progress In Improving Working Conditions

**1029** WORCESTER, MASS.—The Worcester Teachers Union feels that although it is only one year old, it has made a good start toward realizing its objective of improving working conditions for all teachers in the community. The union was formed to correct a situation caused by the division of teachers among many organizations, each working for the benefit of its own small group. The union brought together teachers of grade schools, junior high schools, and senior high schools, and provided a bona-fide bargaining unit to meet the school administrators. It now has a membership of the majority of the teachers, proving that it is making progress in overcoming teachers' antipathy to union organization as a pattern which places them in the tradesmen's group.

## Improved Sick Leave Won in Bayonne

**729** BAYONNE, N. J.—The Bayonne Federation of Teachers has another victory to its credit—a vastly improved sick leave allowance. The sick leave regulations, as they were revised in January, allow five days' annual accumulation, going back to 1937 instead of going back only three years. Under the revised set-up a teacher who is ill may have thirty days at half pay after using the accumulated reserve. If the illness is prolonged, a whole year at half pay may be granted.

## Teachers College Local Raises Scholarship Fund

**917** EAU CLAIRE, WIS.—The Eau Claire Teachers College Federation, AFT Local 917, has recently taken action to assist needy students at the Teachers College. It has raised a fund of \$40 for a scholarship to be awarded at the Honors Day convocation in June to a student interested in teaching, and has established a \$100 loan fund for needy students.

## Toledo Sends Packages To Cheer Children

**250** TOLEDO, O.—A committee of the Toledo local has been sending CARE packages to schools in which teachers from Toledo taught while in exchange service in Europe. Many appreciative letters are rewarding the senders.

athy to union organization as a pattern which places them in the tradesmen's group.

The union has already gained sick leave, spring vacations, and 26 pay days annually. Its public relations committee is quietly working for other objectives.

## AFT Leaders Named For Community Posts

**111** PORTLAND, ORE.—Governor McKay has reappointed May Darling, a member of Local 111, to a four-year term on the State Board of Education. The State Board of Education is supervising a survey of Oregon schools which is being made by Dr. Thomas A. Holy of the University of Ohio. Miss Darling is the representative on the board for employees; other groups represented are employers, farmers, and housewives.

Mrs. Beatrice Stevens, former president of Local 111, has been appointed on the executive board of the United Committee for Civil Rights in Portland. The group, endorsed by the local, is working to secure the adoption of a city ordinance to prohibit discrimination in hotels and restaurants on racial grounds.

## Mrs. Nitsche Appointed To County Position

**683** SOUTH SUBURBS, ILL.—Mrs. Vivian Johanson Nitsche was recently appointed as an assistant to the county superintendent of schools of Cook County. Until this appointment she had been a teacher in West Harvey, specializing in the teaching of reading. Mrs. Nitsche has been an officer of Local 683 for a number of years and is now its secretary. She says, "I'm enjoying the new work immensely, and I find it very exciting and interesting."

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# Labor Notes

By MEYER HALUSHKA, Local 1

## Gompers' Unionism and American Prosperity

When Samuel Gompers began his union activity in New York City in the 1870's, wages were 10 to 15 cents an hour for a work week of more than 60 hours. Unions were weak. Workers faced discharge and black-listing if they joined a union.

Gompers and his fellow cigar makers set out to make their local union an effective organization to bargain collectively with their employer and provide mutual aid to its members when in need. Union discipline was developed; wild cat strikes were banned; grievance committees assured workers justice on the job and eliminated causes of strikes. Signed contracts made joint agreements binding.

Through their unions, the workers won higher wages, and then participated in measures to reduce costs and attain the production necessary to pay for wage increases. Introduction of labor saving machinery was not opposed but union policy sought to have workers benefit by the savings in cost.

Today, although union wages in such industries as bakeries, meat packing, and grain milling are 20 to 30 per cent higher than non-union wages, the union plants are prosperous and well able to compete with non-union plants because of their superior labor force and efficiency. High wages in union plants have forced non-union employers to raise pay.

Greater buying power increases demands for goods, raising production and creating more jobs and more demand, while expanding production reduces unit costs. AFL unions translated production into higher living standards, and larger pay envelopes created an expanding market to absorb the flood of new goods turned out. The per capita buying power of the American people almost doubled in the 29 years from 1900 to 1929 and rose 42 per cent in the 10 years from 1939 to 1949.

In the past two years industrial activity has not been expanding rapidly enough to put the unemployed to work. In 1949, unemployment rose to 4.1 million, almost 2 million more than in 1948. Unemployment in January 1950 was 1.8

million above the previous year (1949) and 2.4 million above January 1948. To restore "full" employment, two million new jobs must be created. To create these jobs, consumer buying in 1950 must exceed 1949 by about \$11.5 billion and business purchases must rise by about \$2.5 billion.

A general 10 per cent increase in wages would add \$8 billion in consumer buying power, nearly all of which would be immediately spent for living necessities. Labor-management joint action to eliminate causes of high production costs in industry would even make possible lower prices though wages are raised.

Since August 1948, the consumers price index has not risen. Therefore, every wage increase now will be an increase in the real buying power and will provide the high level of consumer spending needed to maintain prosperity.

## AFL Executive Council Maps 1950 Program

At its midwinter meeting the AFL Executive Council took the following action:

1. Voted to invite the International Association of Machinists to reaffiliate its 600,000 members with the AFL.

2. Urged aid to help India overcome its immediate food difficulties, develop public education, and improve public health.

3. Voted full backing of the new International Confederation of Free Trade Unions formed in London last December.

4. Opposed U.S. recognition for Franco Spain and Communist China.

5. Urged the United States Senate to ratify the UN convention outlawing genocide—mass killing of national, racial, or religious groups.

6. Demanded immediate congressional action to repeal excise taxes on transportation, theater tickets, and other consumer items.

7. Reaffirmed approval of President Truman's Point 4 Program to aid underdeveloped areas.

8. Elected William L. McFetridge, president of the Building Service Employees International Union, 13th AFL vice-president to fill the vacancy caused by the death of W. D. Mahon, of the Street & Electric Railway Employees.

9. Drew up a legislative program to be supported in the 1950 session of Congress. The program includes support of:

- a) a moderate-income housing law to permit cooperative home building

- b) continuation of rent controls until housing shortage is eliminated

- c) enactment of liberalizing amendments to the displaced persons immigration law.

10. Laid plans for an effective political campaign to elect members of the House and Senate that are friendly to farmers and labor.

11. Declared labor's primary political job is "registration and getting out the vote in the urban areas where, at present, there is a very considerable apathy."

12. Planned greater cooperation of farm and rural voters who are showing increasing sympathy with labor's point of view on federal legislation for labor, farmer, and small business.

Union wages equals greater purchasing power, equals more markets for goods, equals maximum production, equals full employment, equals economic security, is the time tested formula of Samuel Gompers and the AFL for a prosperous America.

## Social Security Benefits In 1949

The Social Security Administration reports that the federally administered old-age and survivors insurance paid benefits amounting to \$627 million during the fiscal year ending June 30, 1949, with 2½ million people receiving monthly benefits.

Under the federal-state program of unemployment insurance, 5,644,975 persons received \$1,193 million during the 12 months ending June 30, 1949. This compares with \$753 million paid to 3,820,774 persons the previous year. The average weekly unemployment benefit during the fiscal year 1949 was \$19.91.

The state employment offices, which are integrated with the unemployment insurance system, made 12,435,115 job placements.

A stronger Social Security program is obviously needed to attain greater coverage and more adequate benefits. Only 54.8% of the working population come under the present act.

## Child Labor Laws Amended in 1949

The child labor provisions of the 1949 amendments to the Labor Standards Act of 1938 mark an advance in the 40-year campaign to eliminate the evils of child labor by federal law. Employment of "oppressive child labor" is prohibited in interstate industries and in the production of goods for interstate commerce.

"OPPRESSIVE CHILD LABOR" is defined as:

1. Employment of a child under 14 in any occupation unless specifically exempt.

2. Employment of children under 16 except employment of children between 14 and 16 in such nonmining and nonmanufacturing occupations and under such conditions as the Secretary of Labor determines not to interfere with their schooling, health, or well-being.

3. Employment of minors between 16 and 18 years of age in occupations found, and by order declared, by the Secretary of Labor to be particularly hazardous or detrimental to their health or well-being.

HAZARDOUS OCCUPATION ORDERS, each establishing a minimum age of 18, have been issued for:

1. Occupations in or about plants manufacturing explosives or articles containing explosive components.

2. Occupations of motor-vehicle driver and helper.

3. Coal-mine occupations.

4. Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill.

5. Occupations involved in the operation of power-driven woodworking machines.

6. Occupations involving exposure to radioactive substances.

7. Occupations involved in the operation of elevators and other power-driven hoisting apparatus.

EXEMPT FROM THE CHILD LABOR PROVISIONS OF THE Act are the following:

1. Children employed in agriculture outside of school hours for the school district where such child is living while so employed.

2. Children employed as actors or performers in motion-picture or theatrical productions or in radio or television productions.

3. Children under 16 years of age employed by their parents or persons standing in place of parents in an occupation other than manufacturing or mining or an occupation found by the Secretary of Labor to be particularly hazardous.

4. Children delivering newspapers to the consumer.

It is estimated that the amendments extend the protection of the law to at least an additional 75,000 young workers during the school year and to 150,000 during the summer in non-agricultural industries. In addition, the strengthened agricultural coverage gives uncounted thousands of children a chance to go to school instead of working in the fields.

## First Year of the British National Health Service

The National Health Service provides a comprehensive system of free services available to everyone in Britain. The main cost of the Service is borne by taxation, but about one-ninth is derived from the Central National Insurance Fund. Persons exempt from paying National Insurance contributions are still eligible to free health services.

The Health Plan provides, free of charge, general practitioner services, dental, ophthalmic, midwifery and specialist services; hospitalization, surgery and mental health services; home nursing, ambulance services, blood transfusion and all other health needs. Pharmaceutical prescriptions were free at first, but now a small charge is made.

Doctors and dentists are not obliged to work within the Service and may, if they choose, work partly within the Service and partly with private patients.

Most of the hospitals are in the Service but may continue to reserve facilities for private patients. Both hospitals and practitioners are controlled locally by voluntary boards representing the public and the medical profession.

In the first year of the National Health Service, 95 per cent of the population signed up with the doctors under the plan, and about 19,000 of the 21,000 general practitioners in England and Wales agreed to provide services under the National Health Plan.

Fourteen thousand pharmacists dispensed 187 million free prescriptions. Over 5,000,000 pairs of spectacles were supplied. Free dental treatment by 9,400 dentists was given to eight and one-half million people.

About a half million beds in the hospitals were taken over. Shortage of nurses resulted in 50,000 beds remaining understaffed at the end of the year. Appliances including such items as artificial limbs, surgical boots, and hearing aids totaling over 230,000 were issued.

The total cost of the health program was about \$1.2 billion a year, roughly about twice the amount originally estimated. This is an average per capita cost of about \$21 a year for the 48 million persons covered. It represents about 4 per cent of the nation's income, or just what our present inadequate medical care costs us. The United States annual medical bill is now about \$9.3 billion, reports the Committee on Research in Medical Economics, headed by Dr. Michael M. Davis. This is \$62 per capita for our 150 million population.

## Co-op Comments

A 1950 Yearbook of Cooperatives will soon be issued by the Cooperative League of America. The illustrated mid-century Yearbook will contain factual and statistical data about the development of cooperatives in the decade since 1939.

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The fourteenth annual session of the National Cooperative School for Group Organization and Recreation will be held at Mission House College at Plymouth, Wisconsin, June 18 to July 1, 1950. The school is sponsored by the Cooperative League of the United States of America. Courses in social aspects of play, group organization and leadership, folk and square dancing, games, dramatics, art, puppetry, music, story telling, and acting will be offered. Seminars for problems of teachers, hospital workers, and co-op educational workers will be given. Information on the school can be obtained from Ellen Linson, Box 57, Greenbelt, Maryland.

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In 1948, the business of the retail co-ops approached 1½ billion dollars. Patronage refunds to member associations by the regional wholesales rose from less than 12¼ million dollars in 1947 to over 17½ million dollars in 1948.

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Last year Senator James Murray (Mont. D.) warned of a scandal "ten times Teapot Dome." "Ten billion dollars can be taken from the public in natural gas prices if current maneuvering of the oil and gas industry is successful," Murray declared.

The enactment of the Kerr Bill, which would put an end to federal regulation of prices charged by oil companies for the gas they sell to pipe lines, will lead to increased prices to the public.

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